



INDISCIPLINE AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN OYO WEST LOCAL GOVERNMENT AREA  
OF OYO STATE, NIGERIA

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Abstract

*This paper examined indiscipline among students in public secondary schools in Oyo West Local Government Area of Oyo State, Nigeria. A descriptive survey research design was used in carrying out the study. The population of the study was all the teachers in public secondary schools in the study area. The study sample was made up of twenty selected schools. From each school, eleven teachers were randomly selected. A total two hundred and eleven teachers were used for the study. However, only 204 questionnaires were collected for the study. A validated instrument titled "Indiscipline and Students' Performance of Public Secondary Schools Questionnaire (TPPPSQ)" with reliability coefficient of 0.74 was used to collect the data. The findings showed that indiscipline is a limitation to educational objectives for being attained. It is therefore recommended that parents should train their children and wards at homes in terms of knowledge acquisition and development of good character, virtues and religion. Parents should educate their children and provide emotional security, safety comfort, love and respect for elders in order to enable them to portrait good character to the society and parents should not over-pamper the children. Teachers should be patient, kind, sympathetic and helpful to students' personal problems. Teachers should invite the parents or inform them whenever a trace of misconduct is noticed. Students should not form bad group/gangs.*

Keywords: Indiscipline, Educational objectives, Society, Parents, Students

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Introduction

Education is a critical tool for the transformation of the individual and the society. Secondary education in Nigeria therefore is aimed at preparing the individual for useful living within the society and preparation for higher education. And for individual to be able to live a useful life in his society and contribute maximally towards socio-economic and political development of the nation in which he/she belongs, relevant skills, values, attitudes, knowledge and competencies that will make him to be disciplined must be impacted. The trend in secondary schools in the present time is indiscipline of all sorts. Indiscipline according to Timothy (2008) is the direct opposite of discipline i.e lack of discipline.

Also, Zubaida (2009) defined discipline in schools as respect for school laws and regulations and the maintenance of an established standard behaviour and implies self-control, restraint, respect for oneself, and others. She therefore maintained that "a behaviour that contradicts the above mentioned becomes indiscipline". To this end, indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Adeyemo, 1985) submitted.

Adesina in Ekpo (1996) says that secondary school students take drugs for various reasons. To him, the boys take drugs for energizing while girls take them to feel good and to reduce tension. In the Nigerian



observer of May 1<sup>st</sup> 1985, Adamson gave reasons why secondary school students abuse drugs. Her reasons include peer group pressure and academic pressure, social and personality type. Another area of problem with the students in secondary school is drinking habits. They may not be known as alcoholics but rather problems drinkers, when with peers most of them see drinking as a prerequisite for acceptance inability to drink well or total abstinence is often seen as a threat to the group.

The unfortunate situation was lamented over by Obateru in Ekpo (1996). He pointed out that the infiltrations of secret cults into secondary schools were causing school heads nightmares. Student's indiscipline has led to the lost of many lives either through drug additions, riots and violence demonstration, abortion or robbery. Many students today engage in one or more of these activities, indiscipline among students has a lot of negative effects on educational system and learning. Many academic calendars are being disrupted, school properties worth thousands of naira are being destroyed as a result of antisocial behaviour exhibited by students in secondary schools. Many students in secondary schools now form themselves into gangs (mafia groups). This becomes a means whereby the students are exposed to drug use and later become addicted, leading subsequently to initiation into secret cults.

#### Causes of Indiscipline

**Societal Influence:** Ozulu (1986) identified political and social institutions as the cause of indiscipline in the society. He said many people joined political appointments, contract awards and distribution ship of essential commodities and honorary awards of the various types. He blamed the home and society for not giving children proper upbringing. If a child has not had a good upbringing in infancy, he could see most of the crises in adult life without having some ill effect.

Asiyai (2012) opined that indiscipline child is an uncontrollable child and can do any damage in school when he does not get what he wants. Indiscipline is a problem in schools and it is also an issue of national concern. Biobaku (1994) said, let us cast our net where we are: look into the culture of

the society and see if the youths can be given a new orientation, a new challenge and a new faith. The society must place less importance on material gain and more on moral values. Gutuza and Mapoliza (2015) stated that the alarming increase in secondary school indiscipline is caused by the external social environment and that the education provided will not prevent indiscipline from recurring. The growing cankerworm has threatened the cohesiveness and peaceful coexistence of students and the people in general.

**Home and Parental Attitude:** The indisciplinary problem arises first in the home; the family is the primary or foundation unit of the socialization of the new members of the society. When parents have no patience or self control and are not disciplined, there are bound to be among the children who have been deprived or parental care and supervision in this same-article he asserted that an irresponsible father who was always drunk and too occupied with nocturnal activities, would have little or no time to train his children neither with the nagging, jealousy, mother in most cases when the child is at home is carried out to school and the public.

It was reported in Nigerian Tribune (2016) where Afe Babalola lamented on a situation where some secondary school students went on rampage in Oyo State and in the process burnt the school buildings. The grouse of the students was stated to be the decision of the state government to adopt a new policy by which automatic promotion would no longer be guaranteed and by which students would be required to score a minimum of 50% in both Mathematics and English Language to proceed to the next class.

**Poor School Administration:** The school is regarded as the centre for the young generation to acquire the attitude, skills, values and the critical minds for the analysis of society and its problem since children are easily influenced by what they learn, they are to be taught what the society considers culturally and socially relevant. When morals are lacking among students and are not properly controlled and managed, schools would be in states of emergency

According Mariene (2012), Munyasya (2008), Onyango (2008) and Kabiru (2007), indiscipline in schools greatly affects the quality of teaching and learning, uncovered/unfinished school curriculum



resulting to poor results, dropouts and wastage of resources invested by stakeholders including parents and the government.

Indiscipline can be minimized in schools if the appropriate channels of communication are effectively used. These channels are used to sensitize the students on expected behaviour. Charles as cited in Asare and Adziolo (2013) admonished teachers to have both formal and informal discussion with the students. These would motivate the students. The Teachers Service Commission (2002) asserted that indiscipline arises where idleness is rampant and teachers display little interest in students academic welfare.

Onyije and Ojedapo (2010) also indicates certain factors that cause indiscipline among students such as government nonchalant attitudes to education, parental factors and teachers' attitude.

**Peer Group influence:** The term peer group stands for comprising individuals who are equal to some chosen characteristics, age, rank, merit and ethnicity, the school environment, the family, neighbourhood and the routes to and from school, all these offer setting for the activities of peer groups and the peer group help children to broaden the horizon and develop the view points that transcend a number of families. Iburun (2003) asserts that peer group is of great importance as it affects young people's way of life. Since many parents are too busy to monitor the kind of friends their children make, and are less committed to the moral training of their children, such students become easy victims of peer group pressure.

However, there are schools where certain peer group become so deviant or dreadful as to take on a murky image of a secret cult. At this stage, it may be better to say that the peer group concern have degenerated to the level of a clique. The peer group provides some opportunity for certain feelings of stability and solidarity satisfying the socio-psychological needs of belonging and esteem. Most members would rather comply than run the risk of being expelled or even beaten up or worst of all being killed. All these are transferred from adults to youths.

Mass Media

However, mass media equally contribute to indiscipline among the youths. The media of communication includes radio, television, newspapers, magazine, cinema or films, posters, pamphlets and general books or novels, they are powerful instrument of socialization in contemporary societies new ideas, new beliefs, new fashions, new techniques and new products, all of which update the culture of the society concerned are communicated to the masses provides violence, criminal acts which are definitely not in the best interest of developing societies. The same thing is applicable to the pornographic shots and the conspicuous consumption habits which television advertisement endorses such things are at cross purpose with the effort of the other agent of socialization.

Kolaci (2014) believes that interacting through the appropriate channels of communication will enhance organization's effectiveness and avoid confusion and autocratic leadership leading to anarchy and chaos. In addition Akpata (1979) reported that eight percent (8%) of television programmes contains some violence and the percentage (0%) is on the increase in spite of opposition from the public. According to Akpata (1979), children spend six to eight hours day, watching this violence, even though hundreds of students have clearly established the powerful modelling effect as long lasting and that the general lesson on television is that violence by "the guys of bad guys" he concluded that there is a reliable and socially significant relationship between the amount of violence which children sees on entertainment television and the degree, which his-is aggressive in his attitude and behaviour.

#### Statement of the Problem

The continuous and rampant rate of indiscipline in recent years in public secondary schools cannot be over looked. Students seem to have been exposed to various forms of indiscipline which has hinder smooth teaching- learning process. This has been of great concern to all education stakeholders. Indiscipline is one serious problem facing school systems today especially at secondary school level. The issue of indiscipline acts as a mirror reflecting the most fundamental characteristics of the crisis of purpose currently afflicting educational institutions. Many studies today have investigated the causes of



indiscipline in the schools and several factors have been pointed for the prevalence of indiscipline. These include home and societal influence which include low status in social class of the parents, poverty, educational deficiency, broken homes, poor school administration, principals and teachers attitude to students, the peer group and effect of the mass media to in disciplinary behaviour. This research therefore focuses on rapid acts of indiscipline, causes, effects and solutions among students in public secondary schools in Oyo West Local Government Area of Oyo State, Nigeria.

#### Research Questions

- i. What are the factors responsible for indiscipline among the public secondary school student in Oyo West Local Government Area of Oyo State?
- ii. What are the effects of indiscipline on public secondary school students in Oyo West Local Government Area of Oyo State?
- iii. How can indiscipline be curbed among public secondary school students in Oyo West Local Government Area of Oyo State?

#### Purpose of the Study

The purpose of this study is to discuss the scope of indiscipline and it causes, effects and control in some selected public secondary schools in Oyo West Local Government Area of Oyo State. The study will provide useful suggestions as means of curbing indiscipline among students in public secondary schools

#### Methodology

A descriptive research design of the survey type was adopted for the study. The population of the study was all the teachers in public secondary schools in Oyo West Local Government Area of Oyo State. The study sample-was made up of twenty selected schools. From each school, eleven teachers were randomly selected. A total two hundred and eleven teachers were used for the study. However, only 204 questionnaires were collected for the study. The research instrument adopted was questionnaire to gather information. The instrument titled "Indiscipline and Students' Performance of Public Secondary Schools Questionnaire (ISPPSSQ)" was developed by the researcher.

The instrument was validated by the experts in Teacher Education and corrections were done. Reliability was done by administering the instrument among selected students in other 2 schools apart from the ones used for the study. The questionnaire was administered in two weeks interval. The reliability coefficient of 0.74 was obtained. Simple percentage was used to analyze the respondents' data and answer three research questions.

#### Data Analysis and Discussion

Table 1: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	61	29.9%
Female	144	70.1%
Total	204	100.0

Table 1 shows the distribution of respondents' sex. The male selected were 61 (29.9%) while the female were 144 (70.1%). This means that the female are more than their male counterparts.

Table 2: Distribution of Respondents by Age

Age group	Frequency	Percentage
21-30	0	0.0
31-40	132	64.7
41-50	55	27.0
Above 50	17	8.3
Total	204	100.0

The table 2 shows that the age of the respondents. Between 31:40 are 132(64.7%), 41-50 are 55(27.0%) and above 50 are 17 respondents with representing 8.3%. The largest age group are between 31 and 40 years.

Table 3: Distribution of Respondents by Marital Status

Marital status	Frequency	Percentage
Married	180	88.3
Divorced/Separate d/ Single	24	11.7
Total	204	100.0

Table 3 above shows the marital status of the respondents used for the study. Obviously, majority, i.e. 180 of the respondents are married, i.e. 88.2 %, singles, divorced and separated are 24(11.8%).



Table 4: Educational Background of the Respondents

Educational	No of respondents	Percentage
Diploma/OND/NCE	10	4.9
BA/BSC/B. Ed	153	75.0
MA/MSc/M. Ed	41	20.1
Total	204	100.0

From table 4, the highest respondents are those that have obtained first degree certificates, they are 153 representing 75%, master degree holders are 41(20.1%) and 10(4.9%) respondents with NCE/OND/Diploma certificates.

Table 5: Years of Teaching Experience of Respondents

Years of Teaching Experience	Frequency	Percentage
1-3	0	0.0
4-6	2	1.0

Table 6: Factors responsible for indiscipline

S/N	Items	SA	A	D	SD
1	Poor teaching methodology	180 88.2%	24 11.8%	- 0.0%	- 0.0%
2	Uncared attitude of parent to monitor their wards	150 73.53%	30 14.71%	20 9.8%	04 1.96%
3	Students poor altitude to Learning	200 98.04%	04 1.96%	- 00.0	- 00.0%
4	Low level of awareness of importance of education	190 93.14%	10 6.86%	- 00.0%	04 1.96%
5	Parental education /social/ economic factor	204 100%	- 00.0%	- 00.0%	- 00.0%

Table 6 highlights factors responsible for indiscipline among the public secondary school pupils in Oyo West Local Government Area of Oyo State. 180 (88.2%) respondents strongly agreed that poor teaching methodology is one of the causes of truancy among the public secondary school pupils, 24 (11.8%) agreed while no respondents strongly disagreed nor disagreed on the statement that says

7-9	64	31,4
10-12	122	59.8
13-15	10	4.9
Above 15	6	2.9
Total	204	100.0

Table 5 displays the years of teaching experience of the respondents used in this study. Two (2) respondents (0.98%) are between 4-6 years of experience, 64 (31.4%) respondents are between 7-9 years. Between 10-12 are 122 (59.8%) Only 10 (4.9%) respondents representing 4.9 % have 13-15 years of experience while 6 (2.9%) were above 50 years.

#### Research Questions

The following research questions were raised for the study:

Research Question 1: What are the factors responsible for indiscipline among the public secondary school students in Oyo West Local Government Area of Oyo State?

poor teaching methodology. On the statement that students have poor attitude to learning, 200 (98.04%), strongly agreed 04 (1.96%) agreed while nobody responded to disagreed and strongly disagreed options.

Research Question 2: What are the effects of indiscipline on public secondary school students in Oyo West Local Government Area of Oyo State?

Table 7: Effects of indiscipline

S/N	Items	SA	A	D	SD
1	High rate of illiteracy in the society	204 100.0%	- 00.0%	- 00.0%	- 00.0%
2	Half baked school certificate leavers	204 100.0%	- 00.0%	- 00.0%	- 00.0%



3	All sorts of social ills behavior	190 93.14%	14 6.86%	- 00.0%	- 00.0%
4	Irresponsible future leaders	150 73.53%	40 19.6%	10 4.9%	04 1.96%
5	It affects education objectives negatively	204 100.0%	- 00.0%	- 00.0%	- 00.0%

Table 7 displays effects of truancy among the public secondary school pupils in Oyo West Local Government Area of Oyo State. 190 (93.14%) of the respondents strongly agreed that all sorts of social ills behaviour can result from truancy of pupils while the remaining, 14 (6.86%) agreed. All the respondents, 204 (100.0%) respondents strongly agreed that high-rate of illiteracy rate in the society, half baked school certificate leavers and that

educational objectives negatively are being affected are some of effects of truancy among the public secondary school pupils in Oyo West Local Government Area of Oyo State.

Research Question 3: How can indiscipline be curbed among public secondary school student in Oyo West Local Government Area of Oyo State?

Table 8: Control of indiscipline

S/N	Items	SA	A	D	SD
1	Appropriate teaching methods should be adopted	204 100.0%	- 00.0%	- 00.0%	- 00.0%
2	Parents should monitor their wards	204 100.0%	- 00.0%	- 00.0%	- 00.0%
3	Need for public enlightenment on necessity for education	204 100.0%	- 00.0%	- 00.0%	- 00.0%
/i	Government support educational programmes / policy should be introduced, i.e USE, free feeding	204 100.0%	- 00.0%	- 00.0%	- 00.0%
5	Children should be encouraged to go to school	204 100.0%	- 00.0%	- 00.0%	- 00.0%

Table 8 displays control of indiscipline in public secondary school students in Oyo West Local Government Area of Oyo State. All the respondents, 204 (100.0%) respondents strongly agreed that appropriate teaching methods should be adopted, parents should monitor their wards, need for public enlightenment on necessity for education, government support educational programmes / policy should be introduced, i.e UBE, free feeding and that children should be encouraged to go to school if truancy among the in public secondary s should be curbed in Oyo West Local Government Area of Oyo State.

#### Results and Discussion

The study shows that poor methodology is one of the causes of indiscipline in schools. This is in line with the option of Aguba (2009) said that discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society.

Furthermore, the study shows that there is need for public enlightenment on necessity for education. This is in line with the opinion of Asikhia (2010), noted that incidence of indiscipline and students academic achievement has significant different between the educational and career values of Nigeria Students.

Lastly, the study shows that parents should monitor their wards. This is in line with and in conformity with proposition of Warner (2003) that quite a number of women especially the career ones depend 100% on





home help for the upbringing of their children they feel it is rather unsophisticated or even too much task to personally see to what the children eat, their appearance their progress at school and the company of friend they keep. All these have their

own negative implications on the student's learning achievement in schools. A child who is closely monitored and cared for by his/her parent is likely to perform significantly better than the one who is deprived of parental care opportunity.

#### Conclusion

Based on the findings of this study, it is clear that students' indiscipline is as a result of societal influence, home and parental attitude, poor school administration, peer group influence and mass media. Parents, teachers and even those in authority who are central to the upbringing and molding of children are not performing their duties effectively.

#### Recommendations

Based on the findings of the study, the followings recommendations are made:

1. Parents should be models of discipline, they have the obligation of providing not only the essential materials needed but also the spiritual, emotional psychological and mental needs of the children.
2. Parents should educate the children in the following virtues of love, respect, truthfulness, obedience, justices and hard work.
3. The teachers should be of exemplary behaviour, they should build a healthy relationship among the principals, teachers, parents and the students.
4. Parents should create time to visit their children in schools .in order to find out their progress and regularity in school.
5. Teachers should be patient, kind, sympathetic and helpful to students' personal problems, teachers should invite the parents or inform then whenever a trace of misconduct is noticed students should not form bad group/gangs.

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